

## Berkeley Intermediate

777 Stoney Landing Rd.  
Moncks Corner, SC 29461

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	715 Students	
<b>Principal</b>	Madeline J. Gibson-Guy	843-899-8870
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	64	11	1

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Average	Below Average	No

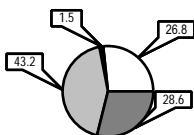
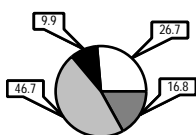
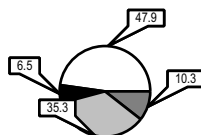
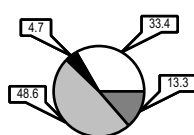
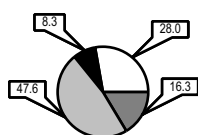
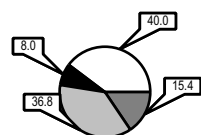
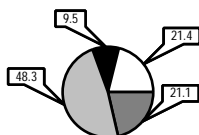
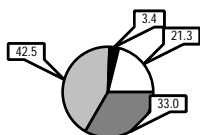
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	729	99.9	26.5	43.0	28.4	2.1	41.5	Yes	Yes
<b>Gender</b>									
Male	383	99.7	32.3	41.0	24.4	2.2	36.5		
Female	346	100.0	20.2	45.1	32.8	1.8	46.9		
<b>Racial/Ethnic Group</b>									
White	393	100.0	18.3	42.9	36.1	2.7	50.8	Yes	Yes
African American	308	99.7	34.0	44.0	20.6	1.4	32.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	63.6	31.8	4.5	0.0	9.1	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	623	99.8	21.2	45.3	31.8	1.7	45.8		
Disabled	106	100.0	57.4	29.7	8.9	4.0	16.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	729	99.9	26.5	43.0	28.4	2.1	41.5		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	68.4	26.3	5.3	0.0	10.5	I/S	I/S
Non-Limited English Proficient	707	99.9	25.3	43.4	29.1	2.1	42.4		
<b>Socio-Economic Status</b>									
Subsidized meals	467	99.8	31.6	45.0	22.0	1.4	34.6	Yes	Yes
Full-pay meals	262	100.0	17.9	39.4	39.4	3.2	53.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	729	99.7	26.9	46.5	16.7	9.8	40.2	Yes	Yes
<b>Gender</b>									
Male	383	99.5	26.8	45.4	16.9	11.0	41.4		
Female	346	100.0	27.0	47.9	16.6	8.6	39.0		
<b>Racial/Ethnic Group</b>									
White	393	100.0	15.8	47.5	21.9	14.8	53.6	Yes	Yes
African American	308	99.4	38.6	45.5	11.4	4.5	25.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	54.5	45.5	0.0	0.0	9.1	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	623	99.7	21.9	47.8	19.0	11.4	44.5		
Disabled	106	100.0	55.4	39.6	4.0	1.0	15.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	729	99.7	26.9	46.5	16.7	9.8	40.2		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	52.6	42.1	5.3	0.0	15.8	I/S	I/S
Non-Limited English Proficient	707	99.7	26.1	46.7	17.1	10.1	40.9		
<b>Socio-Economic Status</b>									
Subsidized meals	467	99.6	32.8	47.7	13.3	6.3	30.9	Yes	Yes
Full-pay meals	262	100.0	16.7	44.6	22.7	15.9	56.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	728	99.9	48.0	35.2	10.3	6.5	16.7
<b>Gender</b>							
Male	382	99.7	46.2	34.9	10.4	8.5	18.9
Female	346	100.0	50.0	35.6	10.1	4.3	14.4
<b>Racial/Ethnic Group</b>							
White	393	100.0	32.5	42.1	14.8	10.7	25.4
African American	307	99.7	65.2	27.6	5.5	1.7	7.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	72.7	27.3	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	622	99.8	42.9	38.4	11.2	7.4	18.6
Disabled	106	100.0	77.2	16.8	5.0	1.0	5.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	728	99.9	48.0	35.2	10.3	6.5	16.7
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	73.7	21.1	5.3	0.0	5.3
Non-Limited English Proficient	706	99.9	47.3	35.6	10.4	6.6	17.1
<b>Socio-Economic Status</b>							
Subsidized meals	466	99.8	57.2	33.3	6.3	3.3	9.5
Full-pay meals	262	100.0	32.3	38.6	17.1	12.0	29.1

<b>Social Studies</b>							
All Students	728	99.9	33.3	48.5	13.2	5.0	18.2
<b>Gender</b>							
Male	382	99.7	35.5	43.7	14.1	6.8	20.8
Female	346	100.0	31.0	53.7	12.3	3.1	15.3
<b>Racial/Ethnic Group</b>							
White	393	100.0	23.5	49.2	19.1	8.2	27.3
African American	307	99.7	45.5	46.2	6.9	1.4	8.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	36.4	63.6	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	622	99.8	28.4	51.2	15.0	5.3	20.3
Disabled	106	100.0	61.4	32.7	3.0	3.0	5.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	728	99.9	33.3	48.5	13.2	5.0	18.2
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	42.1	57.9	0.0	0.0	0.0
Non-Limited English Proficient	706	99.9	33.1	48.2	13.6	5.1	18.7
<b>Socio-Economic Status</b>							
Subsidized meals	466	99.8	40.2	49.1	7.9	2.8	10.7
Full-pay meals	262	100.0	21.5	47.4	22.3	8.8	31.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	243	100.0	21.5	34.2	43.4	0.9	44.3
	4	261	99.6	27.1	44.3	27.1	1.6	28.6
	5	248	100.0	27.0	56.1	16.5	0.4	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	205	100.0	17.6	33.7	46.5	2.1	48.7
	4	259	100.0	26.0	48.8	24.8	0.4	25.2
	5	265	99.6	34.3	44.9	18.8	2.0	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	243	100.0	23.2	60.1	14.0	2.6	16.7
	4	261	100.0	24.2	50.4	16.8	8.6	25.4
	5	248	100.0	26.2	50.2	14.3	9.3	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	205	100.0	16.6	58.8	18.2	6.4	24.6
	4	259	99.6	26.5	44.5	18.4	10.6	29.0
	5	265	99.6	33.9	40.0	14.3	11.8	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	205	100.0	43.9	39.6	13.4	3.2	16.6
	4	258	100.0	47.3	39.6	9.4	3.7	13.1
	5	265	99.6	51.0	28.2	9.0	11.8	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	205	100.0	25.1	54.5	13.9	6.4	20.3
	4	258	100.0	27.3	52.2	15.9	4.5	20.4
	5	265	99.6	45.3	40.8	10.2	3.7	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 715)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.4%	Down from 3.5%	3.6%	3.0%
Attendance rate	96.5%	Down from 96.7%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 2.9%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 2.9%	3.3%	3.2%
Eligible for gifted and talented	9.5%	Down from 11.3%	11.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Up from 9.8%	9.4%	8.2%
Older than usual for grade	2.1%	Down from 2.4%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	44.2%	Down from 50.0%	52.5%	52.6%
Continuing contract teachers	76.7%	Down from 90.0%	85.0%	83.3%
Highly qualified teachers	94.9%	Down from 100.0%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.1%	Up from 82.7%	87.3%	87.0%
Teacher attendance rate	94.8%	Down from 96.1%	94.9%	95.0%
Average teacher salary	\$38,934	Up 1.3%	\$41,455	\$41,703
Prof. development days/teacher	12.8 days	Up from 5.0 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	11.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 24.9 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 91.8%	89.4%	89.8%
Dollars spent per pupil*	\$5,807	Up 14.4%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	55.4%	Down from 60.6%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Berkeley Intermediate School is a public, elementary school built in 1995 serving 725 students in grades 3, 4, and 5. The school is a part of the Accelerated Schools Network that embraces the philosophy of teaching each child as if he is gifted and incorporates parents, staff, and the community in its decision-making process. The student population is comprised of 54% White, 42% Black, and 4% other ethnic groups. The school qualifies for Title I based on 66% of the students being eligible for free and reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in Language Arts, Math, Science, and Social Studies. The school provides computer-assisted instruction and daytime and after-school tutoring in math and reading to students identified as needing additional interventions for improvement. The curriculum incorporates SOAR to Success, 6 + 1 Writing and STEPS to improve English/Language Arts. To improve math, Every Day Math, Terrific Six, Problem Solver and Shape Bait are used. The FAST Program supports our ESL students. MAP assessment provided teachers feedback to plan for remediation and/or acceleration of student learning.

The school has implemented its school improvement goals through the school-wide Accelerated Reading Program, Math Buddy Program sponsored by business partners, Santee Cooper and Berkeley Electric Cooperative, weekly family reading night, weekly math project for parent involvement, FUNdamental Math, Reading, Science and Social Studies Night for the family, service learning projects, career day, a walking wellness program, community and parent volunteers, School-to-Work activities, and computer literacy. Safe Schools Grants have provided the school with a Safety Resource Officer and a school-based Mental Health Counselor.

Even though our students continue to improve, test scores indicate 25.3% are below basic in English Language Arts and 24% are below basic in Math. The School Advisory Board, parents, and staff recognize the need for continued improvement and endorse Project Read and Fast Forward as our focus for the year.

Madelin J. Gibson-Guy, Principal  
Dianne Benton, Chair, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	234	115
Percent satisfied with learning environment	82.9%	90.9%	89.4%
Percent satisfied with social and physical environment	86.1%	85.3%	89.4%
Percent satisfied with school-home relations	65.7%	88.3%	71.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.